**PROPOSAL:**

**HEALTHY ACTIVITY DAY – COLBINABBIN PRIMARY SCHOOL**

**OVERVIEW:**

Colbinabbin is a small farming town in central Victoria, in the Campaspe shire of the Loddon Mallee Region. It is located approximately 60km from Echuca on the Bendigo Murchison Road (Shire of Campaspe, 2007). The strong farming in the township is aided by the Waranga - Mallee channel which runs through the town and is used for irrigation. Colbinabbin has been known for its production of wheat, barley, oats, canola and tomatoes and in recent years has attracted much interest from wine makers, due to the quality of soils in the region. The town’s recreation reserve caters for many sports, including football, netball, bowls, cricket and is also home to the local swimming pool (Shire of Campaspe, 2007).

There is an important relationship between student, staff and community well-being and the ability of any school to function at its best and achieve all that is expected from the process of formal school education. If people in schools are happy and healthy they can learn, work and play better (Queensland Government, 2005).

The purpose of the Healthy Activity Day is based on the Health Promoting Schools Framework.

We aim to provide a fun and informative day for children and staff of Colbinabbin Primary School which is based on the benefits of healthy lifestyles, including healthy eating, physical activity and implementing the ideas around this into their everyday life. We envision that in order to improve overall wellbeing, the information provided on the day will be retained and implemented for use moving into the future.

**RATIONALE:**

The Colbinabbin Primary School has indicated that there is a need to educate students about the benefits of a healthy diet and healthy living. We want to encourage students to be proactive about leading a healthy lifestyle which may also include getting parents involved.

Our team of 2nd and 4th year Physical and Health Education students from La Trobe University, as part of the ‘Sowing the seeds of Wellbeing Program’, will develop a healthy activity day, based on the Health Promoting Schools Framework (Australian Health Promoting Schools Association, 2007).

The foundation of our intervention is the need for greater awareness of the benefits of healthy lifestyles. A healthy diet is very important for everyone, it is particularly important to establish this information with children in the early years to ensure its longevity in their lives and increase the use of healthy foods, as opposed to occasional foods. Healthy living is also very important. Healthy activities, such as team sports and games assist in a healthy body, but also helps build strong relationships with others. Knowledge about different food types, how to plant and maintain food and preparing food safely is essential to building a healthy lifestyle.

According to the Campaspe Primary Care Partnership Community Wellbeing Profile, April 2009, a study was undertaken in 2001 to determine the life expectancy of those in the Campaspe region. “According to the Burden of Disease study, males and females residing in the Campaspe PCP [Primary Care Partnerships] area had a poorer health status than the Victorian average” (Vaughn, 2009). In addition to this, some points of interest from the report show that the Campaspe region as a whole had a higher level of physical inactivity compared to the Victorian average, had a higher rate of obesity than the Victorian average as well as a lower rate of fruit consumption (of 2 or more servings per day). All of these items are considered risk factors for chronic disease.

**STRATEGIC PLANNING TABLE:**

|  |  |  |  |
| --- | --- | --- | --- |
| OBJECTIVES | STRATEGIES | PERFORMANCE INDICATORS | PARTNERSHIPS |
| Improve fruit and vegetable consumption | School gardening – plant trees etc | Participation in bringing fruit for recess/ lunch etc | Local supermarkets  Local community  Nutrition Australia |
| Improve active lifestyle | Play games and implementation into P.E. | Increased participation in physical activity | Local community  Life Be In It  Go For Your Life |
| Improve knowledge and practice of healthy eating. | Making pancakes and smoothies using healthier ingredients. Promote healthy alternatives to fast foods. | Discussions with students.  Student reactions to eating healthy alternatives.  Follow up with teachers to see if more kids bring fruit to school. | Local supermarkets  Local community |
| Increase knowledge and awareness of gardening and personal fruit and vegetable production. | Have children working in the School garden. Planting, watering. Encouragement to keep garden on-going. | Student reactions to working in the garden.  Student knowledge of vegetable patch requirements. | Stephanie Alexander Garden Project  (SAGP) |

**ORGANISATION AND MANAGEMENT – HEALTHY ACTIVITY DAY:**

**RISK ASSESSMENT:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HAZARD/ ACTIVITY | HOW AT RISK | PERSONS AT RISK | CONTROL MEASURES | RISK RATING |
| Yard – Play equipment, space, weather | Falls, cuts | Students | - Yard to be inspected by university students prior to commencement of activities. - Play equipment to be inspected annually by a competent person. - Check for glass, icy surfaces and any other potential hazards. - Adequate supervision to be available during all the sessions, in this instance play times and physical education activities. - Adequate first aid provision. | Low |
| Cooking | Burns, allergies | Students and Staff | - Communicate with teachers and students about whether any students have any allergies.  - Ensure all students are aware of the rules before cooking.  - Students to wear aprons and tie hair back.  - Adequate first aid provision.  - Follow hygienic practices including washing of hands and utensils. | Med |
| Planting Trees | Falls, cuts, back injuries | Students and staff | - Provide all students with protective equipment including gloves. - Stretch appropriate muscle groups prior to planting and demonstrate suitable techniques for planting trees and carrying heavy objects i.e. bending at the legs rather than the back. | Low/ Med |
| Other |  | Students and staff | - Ensure student teachers and teachers at Colbinabbin Primary School have a strong communication network about any medical or other risks that may occur from any of the activities that we will be conducting on the day. |  |

**POTENTIAL MISHAPS:**

**Wet Weather:**

As we are planning to spend the majority of the day outside, if it happens to be wet we need to have a backup plan. Depending on whether the school has a large undercover area we may need to plant trees in pots in the classroom. Our physical activity lessons that are planned to be outside could be modified so that the students can enjoy games inside. Although they may not get as much physical activity the games we could play include sitting volleyball, indoor sitting soccer, and pony express.

**First Aid:**

We need to be aware from the beginning of the day what the procedures are for any students that may need first aid. We will follow the schools procedures and use school first aid kits if need be.

**Student Teacher Sick:**

If one of us happens to be sick or unavailable to attend on the day, then we need to let our other team members know straight away. We do have a group of 9 so we should be able to cover for them. We also need to inform the school at the beginning of the day.

As future teachers we need to be flexible in adapting to any changes that may occur on the day. By being organised and ensuring we all know what is expected we should have a fun Healthy Activity Day.

**INTENDED ACTIVITIES & CURRICULUM:**

**Pre- activity:**

Students are to complete a question sheet about healthy eating and physical activity (our group will construct this sheet), and are to place it in a time capsule and burry it in a special place in the school yard. Students will also be asked to wear their favourite sporting team’s clothes to school for the healthy activity day.

Thursday October 15th, 2009.

|  |  |  |
| --- | --- | --- |
| SESSION | ACTIVITY | VELS |
| 1.  9 – 11 AM  GRADE:  P, 1, 2 | Planting fruit trees in pots. Students will work in small groups (approx 4 people per group) to plant fruit trees in pots. They will work together as a group to prepare soil, plant fruit trees and water plants.  Minor games (Corner kick ball/Rapid fire/Pony express).  Cooking (pancakes & smoothies). | **Strand:**  - Physical, Personal & Social Learning.  **Domains:**  - Health & Physical Education.  - Interpersonal Development.  **Dimensions:**  - Movement and physical activity.  - Health knowledge and promotion. - Building social relationships. - Working in teams. **Key Elements:**  - Students perform basic motor skills and movement patterns, with or without equipment, in a range of environments.  - Contribute to the development of positive social relationships in a range of contexts.  - Behave appropriately in a range of social situations. |
| 11 – 11:30 | **RECESS** | |
| 2.  11:30 AM – 1 PM  GRADE:  3, 4, 5, 6 | Planting fruit trees in pots. Students will work in small groups (approx 4 people per group) to plant fruit trees in pots. They will work together as a group to prepare soil, plant fruit trees and water plants.  Cooking (pancakes & smoothies). | **Strand:**  **-** Physical, Personal & Social Learning.  **Domains:**  - Health & Physical Development.  - Interpersonal Development.  **Dimensions:**  - Movement and physical activity  - Health knowledge and promotion  - Building social relationships  - Working in teams  **Key Elements:**  - Contribute to the development of positive social relationships in a range of contexts.  - Behave appropriately in a range of social situations. |
| 1 – 2 PM | LUNCH BREAK | |
| 3.  2 – 3:20 PM  GRADE:  3, 4, 5, 6 | Minor games (Corner kick ball/Rapid fire/Pony express).  Bring students together as a whole group and wrap up the days session with a discussion about the day. | **Strand:**  - Physical, Personal & Social Learning.  **Domain:**  - Health & Physical Education.  Dimension:  - Movement and physical activity  - Health knowledge and promotion  **Key Elements:**  - Students perform basic motor skills and movement patterns, with or without equipment, in a range of environments. |
| 3:20 PM | SCHOOL DAY ENDS | |

**Group Activity Roles:**

The following group members will be assigned to specific activities:

**Cooking:** Courtney, Annalie & Kara.

**Games:** Troy, Brent & Josh.

**Planting:** Tim, Carla & Jacki.

**Post- activity:**

Follow up activities will include:

* Activities involving plant maintenance: pruning and watering fruit trees.
* Students gather/design their own healthy food recipes which they can cook at school and share with peers in their class.

**POLICY:**

A health-promoting school aims to reach everyone in the school, pupils and staff alike, and also to develop good links with the community and families it serves. To be successful there is a need for all stakeholders to have a sense of **ownership** and **involvement** in the process.

A school health policy should:

* Contribute to the implementation of the schools’ educational mission
* Promote the health and well-being of all school users
* Include factors related to both lifestyles and living conditions
* Promote a clear vision and provide a framework for solving problems
* Contribute to pupils developing skills and action competences
* Be monitored and reviewed regularly

To develop a policy that will allow students at Colbinabbin Primary School to lead a healthy lifestyle. It will incorporate a number of factors that help people to live a healthy lifestyle including healthy eating and being physically active.

**Principles:**   
1.1 A written whole school healthy lifestyles policy

* Staff, students and community to collaborate ideas on how to increase fruit and vegetable consumption among children.
* To increase participation in a variety of sports outside school hours
* To increase access to a variety of fresh fruit and vegetables
* To increase awareness about the importance of healthy eating, physical activity and being sun-smart.

1.2 The development of the healthy lifestyles is an ongoing planning and review process  
Develop questionnaires to find out:

* Number of students who are physically active
* What access to fruit and vegetables do they have?
* What sports/games do they enjoy participating in?
* What do they think are important factors to assure a healthy lifestyle? Etc....
* Ensure evaluations are undertaken regularly.
* Continue to improve and expand on knowledge, facilities and community support

1.3 The process of developing the policy includes consultation and collaboration with the whole school community including staff, parents and students

* Ownership is an important aspect that will allow for a successful program to be developed. By giving students ownership they are likely to stay motivated.
* Consult with local farmers, general store owners, teachers, health practitioners and health promoters to contribute to the development of a community program
* Ensure staff, parents and students all have the chance to have their say.

1.4 The whole school policy is based on assessment of the student’s healthy lifestyles prevalence and awareness

* Students need to be given the knowledge and skills, and have access to a variety of opportunities to help them to choose a healthy lifestyle.

1.5 Professional development is provided for the staff

* Staff need to have access to up to date information by conferences, seminars and guest speakers to ensure they have the knowledge they need to pass on to the students.

1.6 The healthy lifestyles policy is implemented and promoted to the whole school community

* Presentations to promote the healthy lifestyles for the whole school community

1.7 Evaluation of the policy is ongoing.

* Continuous assessment and evaluation is needed to ensure progress is being made.

**ENVIRONMENT AND ETHOS RECOMMENDATIONS**

**What is Ethos?**

Ethos is the values and beliefs as well as any positive policies i.e. anti-bullying, sun-smart a school community contains. School ethos ensures all school members; teachers, students, other staff and community members are working together toward a common goal. Goals are generally beneficial to the school as a community and its individuals. Ethos gives schools a sense of self as a whole community.

**What is Environment?**

Environment is the physical surrounds, but includes how individuals feel about and in their environment. Most school communities aim for the environment to be welcoming, comfortable and safe for students.

**To enhance school ethos we need to:**

* Find out schools current ethos or hypothetically incorporate our own ethos, e.g. encourage team work, positive encouragement and support for our teammates and classmates, sun-smart policy etc.
* Incorporate this into our Healthy Activity Day
* Enable school to elaborate on our activities after the day to increase knowledge of school community
* Work with school staff, community members and health educators

**In terms of environment we can:**

* Remove potential hazards from planned activity area
* Plan activities away from dangerous areas, if any.
* Highlight boundary areas for students
* Include principles of play such as; rules, fair play, positive feedback

**RESOURCES / BUDGET:**

* Trees for planting
* Seeds to develop a garden from scratch
* Possibly some timber to develop the actual garden base and establish a designated area for the garden to be put.
* Ingredients and food for healthy foods
* A BBQ for cooking (Tim Can Provide on the day)
* Sports equipment to run different games
* Pancake Ingredients
* Enviro (green) bags
* Soil
* Plastic cups

**REFERENCES:**

http://www.schoolcanteens.org.au/healthy-school-canteens

http://www.vsca.org.au/Activities/BGPolicy.htm

http://www.goforyourlife.vic.gov.au/hav/articles.nsf/webl1/healthy\_eating?open

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm>

Australian Health Promoting Schools Association. (2007). *A national framework for health promoting schools (2000 - 2003)*. Retrieved August 2009, from Australian Health Promoting Schools Association: http://www.ahpsa.org.au/files/framework.pdf

Queensland Government. (2005). *How to develop and revise policy.* Retrieved August 2009, from Healthy Schools Website: www.health.gld.gov.au/healthyschools/documents/29331a.pdf

Shire of Campaspe. (2007, May 30). *Colbinabbin*. Retrieved August 2009, from Shire of Campaspe: http://www.campaspe.vic.gov.au/level3.asp?referrer=997&pageID=999&menuID=16

Vaughn, N. (2009, April). *Campaspe Care Partnership Community Wellbeing Profile.* Retrieved August 2009, from Shire of Campaspe: www.campaspe.vic.gov.au/hardcopy/878\_189168.pdf